



*Trends, expectations, and challenges: What it's like to be an educator in 2023*

| <b>Saturday, October 28</b> |   |               |
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| <b>TIME</b>                 | Session Description   | Location      |
| <b>7:30 AM – 1 :00 PM</b>   | Registration Check-in<br><i>Information Desk will remain open until 4:00 PM</i>   | Plaza Foyer   |
| <b>8:00 – 9:00 AM</b>       | <b>Breakfast</b>  | Plaza A&B     |
| <b>9:00 – 10:00 AM</b>      | <b>Robin Hass-Birky Keynote: Nourishing Ourselves and Our Students' Learning</b><br><i>Julie Saam, IU Kokomo</i><br><br>Although being an educator in 2023 is challenging, met with high expectations, and built on trends that are steep in new technologies, all the work that we do and the success that we earn is to ensure student learning. We are building connections, finding our patience, eliciting grace, and managing our professional progress for the students. Let's spend some quality time at this FALCON conference to reflect on our professional lives and how this nourishes students and their learning.  | Plaza A&B     |
| <b>10:00 – 10:45 AM</b>     | <b>Concurrent Block 1</b>   |               |
| <b>Session 1:</b>           | <i>Little Things, Part 1</i><br>Presenters will briefly share little things they've done to help students succeed. <ul style="list-style-type: none"> <li>• <i>"Life Happens" Assignments</i>, Mark Golightly Sanders</li> <li>• <i>Offering Students Options for the Final Project</i>, Demetra Andrews</li> <li>• <i>Break Away from Lecture Mode</i>, Cari Sheehan</li> </ul>  | Suite 8,9, 10 |
| <b>Session 2:</b>           | Leading with Boundaries: Cultivating a Trauma-Informed Learning Environment<br><i>Michelle Clemons, Lynn Jettpace, Nancy Goldfarb, Leslie Miller, and Mary Ann Frank</i><br><br>In this interactive session, we will explore the critical role of setting and maintaining boundaries in fostering a positive learning environment in the college setting. As educators, our ability to establish healthy boundaries directly impacts student engagement, motivation, and overall learning outcomes. Through insightful discussions, practical strategies, and real-life scenarios, participants will gain valuable insights into how they can lead with boundaries to create a thriving educational atmosphere that supports both students and faculty. | Suite 6&7     |
| <b>Session 3:</b>           | <i>Transcending Bureaucracy in Contemporary Education</i>   | Plaza C       |

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|                         | <p>Richard Gunderman and Anoop Jasti</p> <p>As colleges and universities have grown, they have tended to adopt increasingly bureaucratic modes of organization. A culture of bureaucracy entails important educational risks and costs. Contemporary educators need to understand these challenges if they are to transcend these challenges and enable their students and colleagues to thrive.</p>  |               |
| <b>Session 4:</b>       | <p><i>The Role of Artificial Intelligence and Social Media in Students' Expectations in 2023</i><br/>Cari Sheehan</p> <p>The seminar explores the evolving relationship between Artificial Intelligence (AI) and social media in shaping students' expectations in 2023. Through insightful discussions and case studies, attendees will delve into various forms of AI and social media platforms and their application in various fields of study. Further discussions will revolve around how AI and social media platforms' algorithms impact content dissemination, personalized experiences, and academic expectations of students. The seminar will analyze the potential benefits and challenges posed by AI and social media integration in education, fostering an informed understanding of its influence on students' aspirations, mental well-being, ethics, and digital citizenship. Participants will learn valuable insights to adapt educational strategies that meet the expectations of 21st-century learners, and may even join the platforms themselves!</p> | Plaza D&E     |
| <b>10:45 - 11:00 AM</b> | <b>Break</b>  | Plaza Foyer   |
| <b>11:00 - 11:45 PM</b> | <b>Concurrent Block 2</b>   |               |
| <b>Session 1:</b>       | <p><i>Little Things, Part 2</i><br/>Presenters will briefly share little things they've done to help students succeed.</p> <ul style="list-style-type: none"> <li>• <i>Overwhelmed Learners + Graceful Teaching = Student Success</i>, Lamia Scherzinger</li> <li>• <i>Built-in flexibility</i>, Shabnam Kavousian</li> <li>• <i>Food for Thought (Literally)</i>, Hilary Florian</li> </ul>  | Suite 8,9, 10 |
| <b>Session 2:</b>       | <p><i>Trauma-Informed Pedagogy: Creating Learning Spaces that Promote Student Well-Being</i><br/>Melanie Wright</p> <p>Research shows about 2/3rds of incoming college freshmen have experienced a recent exposure to a traumatic event, while about 10% arrive on campus suffering from Post-Traumatic Stress Disorder. Trauma exposures can significantly impact a student's ability to learn, causing difficulty in retaining and recalling information, problems with</p>   | Suite 6&7     |

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|                         | focusing, and classroom anxiety. Trauma-informed pedagogy allows faculty members to successfully address the barriers that arise from traumatic exposures by creating a classroom that promotes well-being alongside learning.  |             |
| <b>Session 3:</b>       | <p><i>Sharing Your Great Teaching Materials with Others</i><br/>Stephanie Medley-Rath and Gregory Kordsmeier</p> <p>Where do good teaching ideas come from and how can we share them with others? Most instructors have great ideas for teaching, but we also struggle sharing them with a wider audience. Join us for a workshop on developing great teaching ideas and thinking through all the possible arenas for sharing these materials with the wider world, to advance your career and contribute to a robust teaching community in sociology.</p>  | Plaza C     |
| <b>Session 4:</b>       | <p><i>Practicing Cognitive Empathy to Preempt Conflict: Meeting the Challenge of Promoting Inclusiveness and Belonging in Teams</i><br/>Katherine Ryan and Dacia Charlesworth</p> <p>This session focuses on enhancing students' cognitive empathy to enrich and strengthen their team-based learning. Cognitive empathy, "higher-level intellectual processes used to understand the other's experience, such as methods of perspective taking, critical thinking, or inference" (Fernandez et al., 2020), while challenging, also contributes positively to team engagement and inclusion. Session participants will discuss cognitive empathy, practice empathic strategies, and reflect on how to adapt these strategies in their classes.</p>  | Plaza D&E   |
| <b>11:45 - 12:00 PM</b> | <b>Break</b>  | Plaza Foyer |
| <b>12:00 - 1:00 PM</b>  | <b>Lunch</b>  | Plaza A&B   |
| <b>1:00 - 2:00 PM</b>   | <p><b>Improving in Teaching and Learning in the 21st Century</b><br/><i>Justin Hodgson, Digital Gardener Initiative</i><br/><i>Tracey Birdwell, Mosaic Faculty Fellows program</i><br/><i>Jennifer Price Mahoney, IUPUI</i><br/><i>Gina Londino-Smolar, Moderator</i></p> <p>The goal of this panel discussion is to provide advice to all teaching faculty with the opportunities to learn more about continuous improvement and development in teaching and learning in higher education in our current learning environment. Some of the most popular current topics today in higher education include digital literacy, active learning practices, and open educational resources. FACET is excited to bring these experts together to share ideas on how we can all incorporate these methods and improve our teaching and learning practice for the 21st century. Please come with questions for the panelists and find new ways to enhance your teaching practice.</p> | Plaza A&B   |

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| <b>2:00 – 2:45 PM</b> | <b>Concurrent Block 3</b>   |               |
| <b>Session 1:</b>     | <p><i>Little Things, Part 3</i><br/>Presenters will briefly share little things they've done to help students succeed.</p> <ul style="list-style-type: none"> <li>• <i>Application of Mid-Semester Student Feedback to Build Trust and Empower Learning</i>, Joe Packowski</li> <li>• <i>Using Team Based Collaborative Learning with Rolling Deadlines towards Better Learning Outcomes and Minimizing Stress</i>, Athar Safdar</li> <li>• <i>The Impact of Exam Retakes on Large Lecture Course Outcomes</i>, Meghan Porter</li> </ul>  | Suite 8,9, 10 |
| <b>Session 2:</b>     | <p><i>Student Success in the Mental Health Boom: Establishing your own Self-care and Flexibility</i><br/>Tammi Nelson</p> <p>Feeling a little lost with course policies and structure amidst the crisis of mental health challenges students are expressing, leaves instructors in a quandary. Learn about self-care strategies faculty need to effectively care for yourself and flex to ensure student success in the rigors of coursework. The best of both worlds is possible when you give yourself permission to care.</p>  | Suite 6&7     |
| <b>Session 3:</b>     | <p><i>Community Engaged Teaching as Scholarship: Documenting your Story in Community Engagement</i><br/>Mary Embry, Katie Silvester, and Michael Valliant</p> <p>What does it mean to tell the story of your community engaged scholarship (CES) for promotion? Bringing together perspectives of TT, NTT faculty, and a Director of Service Learning, we explore standards of rigor for narrating CES across various institutional locations with a focus on promotion minded expressions of CES. Participants can expect to take away several examples of CES storytelling for promotion that include curricular and institutional impact, scholarly contribution, and sustainable community partnership.</p> | Plaza C       |
| <b>Session 4:</b>     | <p><i>Don't stop believin' : Challenges on the Academic Journey (and what to do about them)</i><br/>Lisa Thomassen</p> <p>This session begins by identifying and briefly discussing four broad challenges that impact us in and out of the classroom. Some strategies are briefly presented for coping with these challenges that we face in our work In the latter half, the session is opened to include session attendees, who are invited to contribute additional challenges to the list, followed by workshopping strategies for coping with these challenges.</p>  | Plaza D&E     |

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| <b>2:45 – 3:00 PM</b> | <b>Break</b>   |                 |
| <b>3:00 – 3:45 PM</b> | <b>Concurrent Block 4</b>  |                 |
| <b>Session 1:</b>     | <p><i>Incorporating Career Competencies in the Classroom: Helping Students Bridge the Gap between College and the Job Market</i><br/>Molly Monroe, Dennis Rodriguez, Hayley Froysland, and Kari Wilson</p> <p>Instructors in higher education are increasingly faced with skepticism regarding the value of a college degree and, especially, that of a liberal arts education. Students often have difficulty in articulating the value of their degrees and the skills they have acquired. In this presentation, panelists will offer strategies to incorporate career competencies and explicit career-preparedness instruction into classes in a variety of disciplines so students will be better prepared to market themselves to potential employers.</p> | Suite 8,9, 10   |
| <b>Session 2:</b>     | <p><i>Trauma: Creating Classrooms that Support Students and Faculty</i><br/>Deb Getz</p> <p>Creating a positive learning environment is more important than ever as the rate of individuals who have experienced trauma has increased. Join this interactive presentation to learn about the basics of trauma, ways to create trauma-informed classrooms. Participants will also learn how and why a trauma-informed perspective can be used as a tool to support student and faculty mental health.</p>   | Suite 6&7       |
| <b>Session 3:</b>     | <p><i>Your Story Matters - NTT Promotions</i><br/>J Duncan</p> <p>Your story matters! As an NTT member of the faculty, your ability to speak to your own excellence can be the difference between success and failure in the promotion process. Learn about strategies for success and important career checkpoints. What are the concrete next steps you should take right now? This talk will focus on the IU system but should be broadly applicable.</p>   | Plaza C         |
| <b>Session 4:</b>     | <p><i>Beginning Learning Analytics</i><br/>Karen Banks</p> <p>Every day data is collected on us. It is the same for our students. Not only do faculty have data about student performance, but faculty also have access to other information systems that contain further data about their students. Faculty can build a story about their class and students with that data. They can identify opportunities to refine instruction and locate problem areas.</p>  | Plaza D&E       |
| <b>3:45 – 4:00 PM</b> | <b>Break</b>   |                 |
| <b>4:00 – 5:00 PM</b> | <b>Continuing the Conversation<br/>Networking with Presenters</b>  | Plaza Boardroom |

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